

Reading and Phonics at Cherry Trees School Session 1



Bug Club



At the start of each half term....

Cherry Trees Primary School

**Phonics Assessment
Student Record**

Name: _____

Record commenced: Class: _____ Date: _____ Initial Phonic Phase: _____

Record completed (when secure in all 6 Phases): Class: _____ Date: _____

*Phonics Assessments should now be complete
for all pupils.*

Phonics books must be selected from the decodable Bug Club Phonics books in the library from the numbered boxes, according to each child's current phonics phase and unit.



Phonics Reading Books at Cherry Trees School

Phonics Reading Books must be selected from the decodable Bug Club Phonics books in the library according to each child's current phonics phase and unit.

Teacher to set up each Pupil in the correct Bug Club band on Bug Club online.

Class Reading Overview

A Class List of which phase and unit each child is working on to ensure decodable books are selected to match these. This should be printed from Bug Club and added to Phonics folder.

1 decodable book to be read in school (in 20/20 session)
To be changed every week/every week dependent on fluency.

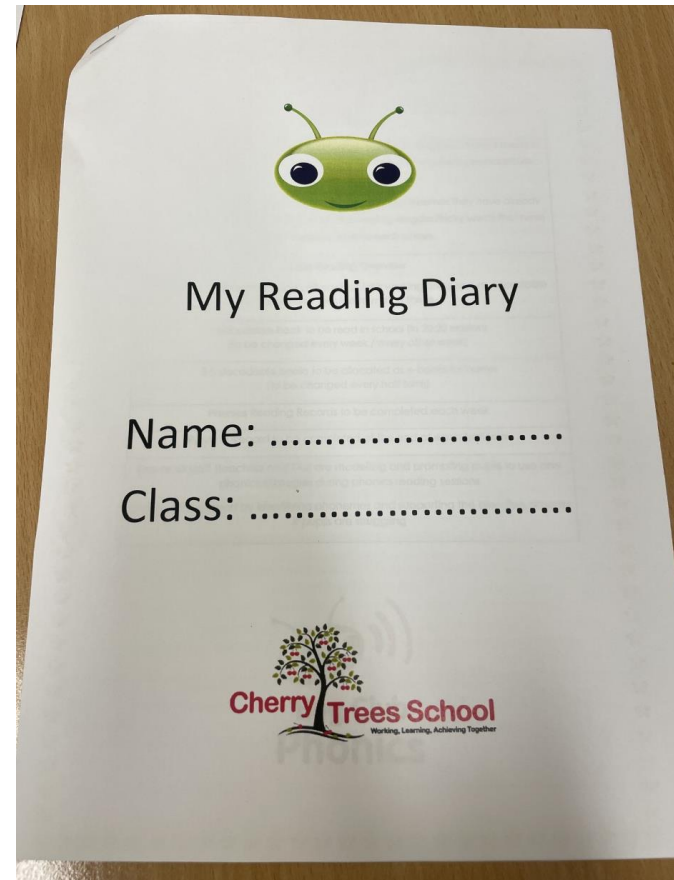
Phonics Reading Diary/Record to be completed after every time a pupil is heard read. This must be checked by teacher every week.

Ensure all staff (Teachers and TAs) are modelling and prompting pupils to use only phonics strategies during phonics reading sessions.

Staff to support by identifying phonemes and supporting the blending process if pupils are struggling

From September 2022 we will now use these Reading Diaries for all Phase 2 pupils onwards.

Phase 1 pupils will have a slightly different version of this.



Reading Record: Phonics Readers

Child's name:

Term:

Date	Title	Skills	Consistency
		Recognition of individual GPCs	None Some Most All
		Blending known phonemes	
		Recognition of irregular / tricky words	
		Recognition of individual GPCs	None Some Most All
		Blending known phonemes	
		Recognition of irregular / tricky words	
		Recognition of individual GPCs	None Some Most All
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		Recognition of individual GPCs	None Some Most All
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		Recognition of individual GPCs	None Some Most All
		Blending known phonemes	
		Recognition of irregular / tricky words	

GPC is short for 'grapheme-phoneme correspondence', and it means the relationship between a phoneme (unit of sound) and its graphemes (or symbols). Learning grapheme-phonemes correspondences helps children to decode and blend words more easily, as well as making them more fluent readers.

<https://youtu.be/qEKJNetcprA>

Reading Record: Phonics Readers

Child's name: _____
Term: _____

Date	Title	Skills	Consistency			
			None	Some	Most	All
		Recognition of individual GPCs				
		Blending known phonemes				
		Recognition of irregular / tricky words				
		Recognition of individual GPCs				
		Blending known phonemes				
		Recognition of irregular / tricky words				
		Recognition of individual GPCs				
		Blending known phonemes				
		Recognition of irregular / tricky words				
		Recognition of individual GPCs				
		Blending known phonemes				
		Recognition of irregular / tricky words				
		Recognition of individual GPCs				
		Blending known phonemes				
		Recognition of irregular / tricky words				



Blended Phonemes for each Phase/Unit are on the back of the book and inside.

The focus 'tricky words' are also on the back of every book with a guide for teaching them on the inside of the cover.

It is really important that we are all on the same page when it comes to teaching Phonics across the school.

We all need to be teaching phonics in the same way and following the same guidelines...



Bug Club

Phonics Sessions at Cherry Trees School

Use of Bug Club Phonics planning and teaching screens

3 formal phonics teaching sessions in 20:20 each week

All sessions should include:

Introduction: Alphabet Song

Revision: of previous learning and sounds

Lesson: Introduction of new sound, followed by activities to practise saying, finding, writing, blending and segmenting using this sound.

Ensure all staff (Teachers and Tas) are modelling **pure** sounds if needed:

<https://homeoxfordowl.co.uk/reading/what-is-letters-and-sounds/>

'I say, you say' structure for practising individual phonemes (children repeating after adult)

Ensure all staff are modelling blending using coarticulation (stretching sounds into one another, as demonstrated by the bugs on Bug Club)

Hand gesture to give visual/kinaesthetic elements for blending (hands move outwards as individual phonemes are identified, then pushed back together as they are blended)

Please ensure that you use the Bug Club resources in your formal phonics lessons.

We will further focus on the formal teaching of phonics in our next session.

